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ABSTRACT

Since 1991, the University of Kansas, Kansas City Kansas Community College (KCKCC), and Johnson County Community College (JCCC) (Kansas) have offered a cooperative class called "Teaching in the Community College" to provide community college faculty with practical applications to enhance classroom instruction. With an average enrollment of 22 faculty from KCKCC and JCCC, the students are a mixture of full- and part-time teachers, with and without experience. Course topics include: (1) planning and organizing classes; (2) collaborative learning; (3) discussion techniques; (4) teaching and learning styles; (5) writing in the disciplines; (6) fostering independence in learning; (7) legal aspects in teaching; (8) teaching goals inventory and classroom assessment techniques; (9) critical thinking; and (10) dealing with difficult students. Faculty presenters have expertise in their topics and topics are altered, added, or dropped based on student feedback. Participants have gained new ideas to try out in their teaching and have been exposed to a range of teaching styles and techniques. They have also been reminded of what it is like to be students again, an experience which many state has been as valuable as the knowledge they gained. For the past 3 years, students have rated the class overall at 4.6 on a 5-point scale, and instructor ratings have been outstanding. (Includes a course syllabus, a class schedule for fall 1994, a student evaluation questionnaire, and comments from a fall 1994 evaluation.) (KP)

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ED 387 179

Teaching in the Community College

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Jim Williams
Johnson County Community College

JC 950 482

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TEACHING IN THE COMMUNITY COLLEGE

By
Jim Williams

At a meeting five years ago, the Chancellor of the University of Kansas and the Presidents of Kansas City Kansas and Johnson County Community Colleges agreed that they would like to do something cooperatively that would benefit all three institutions, specifically the faculty of the two community colleges. Following a series of meetings consisting of representatives of the three institutions, a new class called Teaching in the Community College class was cooperatively developed. While it carried two hours of KU graduate credit, it was also viewed as a form of professional development.

Since those meetings five years ago, the class has been offered four times. The location has altered between the Regents Center and JCCC and has had an average enrollment of 22 faculty from KCK and JCCC. The "students" have been a mixture of full and part time, experienced and inexperienced, career and non-career faculty, with degrees ranging from bachelors to doctorates. All expenses are covered by the Staff Development offices of the two community colleges.

As described in the catalog description, "this course is designed for students who are teaching in the community college. The focus will be on learning about practical applications to enhance classroom instruction." Practical topics have been carefully selected and range, for example, from planning and class organization to teaching and learning styles to dealing with difficult students to testing and assessment. Depending upon feedback from the students at the end of each class, topics may be altered, dropped, or added. The presenters are faculty with expertise on the various topics. Many are CTL consultants.

Based on student feedback, the class has been very successful, primarily because of the excellent presentations. Not only have the participants gained new ideas to try in their teaching, but they have also been exposed to a range of teaching styles and techniques and have taken from the class a notebook full of materials. They have also been reminded of what it is like to be students again, which many have said has been nearly as valuable as what they have learned.

As alluded to above, getting feedback from the participants is a key element in the evolution of the class. Ratings of the individual presenters as well as the class as a whole have been

outstanding. For the past three years, the overall class rating was 4.6 on a 5.0 scale. Written comments have been equally positive, with one possibly reflecting the attitude of the participants: "I learned a number of things and gained new ideas for improving my teaching. All of the speakers were excellent. This was the most interesting and beneficial education class I have ever taken." Last year for the first time, students from the class of 1992 were surveyed one year after they had completed the class to determine the degree to which it was still helpful. The overall rating was 4.5.

For additional information, contact:

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COURSE SYLLABUS

INSTRUCTOR INFORMATION

Jim Williams
Johnson County Community College
OCB 204
469-8500, ext. 3450

COURSE INFORMATION

Class:	Teaching in the Community College
Number:	EPA 980
Classroom:	JCCC (GEB 242)
Semester:	Fall, 1994
Night/Date:	Thursday/September 8 - November 3
Time:	5:00 - 8:30 p.m.
Credit Hours:	2 from the University of Kansas

Textbooks: Teaching Tips by Wilbert McKeachie
Community Colleges in the 1990s by Glen Gabert

Description: This course is designed for students who are teaching in the community college. The focus will be on learning about practical applications to enhance classroom instruction.

Objectives: After completing this course, you should be able to:

1. identify important considerations in planning and organizing your instruction;
2. describe the principles of lecture techniques and apply them in your teaching;
3. describe and apply other alternative forms of presentations;
4. describe the principles of discussion techniques and apply them in your teaching;
5. apply writing strategies to classroom instruction and design a writing assignment;
6. identify the characteristics of adults and underprepared students so you can more effectively deal with these populations in class;
7. identify and apply strategies for assisting your students to become critical thinkers;

8. provide an overview of teaching and learning styles and their impact on the learning process;

9. explain and apply the seven principals of teaching/learning strategies;

10. describe strategies for peer collaboration;

11. describe instructor and institutional responsibility and liability related to student rights, copyright laws, and due process;

12. identify and apply strategies for dealing with difficult classroom situations.

13. identify and apply a variety of classroom assessment techniques.

COURSE REQUIREMENTS

Because of the professional development nature of this class, the course requirements will vary somewhat from the traditional graduate class. These requirements are as follows:

1. maintain a weekly journal of your teaching during the nine weeks of this class and turn it in at the end of the semester;

2. apply at least one concept or practice presented during this class to your teaching;

3. write a two to three page summary of the relative success or failure of #2 above;

4. give a short report of #3 to the class;

5. actively participate in class discussion;

6. maintain a notebook of class materials;

7. attend class on a regular (see below) basis.

EVALUATION

A Satisfactory completion of 1-6 above plus attendance at 8/9 complete class sessions.

B Satisfactory completion of 1-6 above plus attendance at 7/9 complete class sessions.

C Satisfactory completion of 1-6 above plus attendance at 6/9 complete class sessions.

NOTE: Attendance at all 9 sessions is also acceptable and encouraged.

JOHNSON COUNTY COMMUNITY COLLEGE

Teaching in the Community College
Fall, 1994

DATE	TOPIC	PRESENTER	TIME
September			
8	Introduction to Class	Jim Williams	5:00 - 8:30
15	Planning and Organizing Your Class (pp 9-27)	Landon Kirchner	5:00 - 6:30
	Classroom Strategies (pp 135-138; 153-158; 163-166; 349-358)	Julane Crabtree	7:00 - 8:30
22	Collaborative Learning (pp 143-151)	Walt Klarner	5:00 - 6:30
	Discussion Techniques (pp 31-52)	Mark Morman	7:00 - 8:30
29	Teaching and Learning Styles	Pat Jonason	5:00 - 8:30
October			
6	Writing in the Disciplines (pp 117-128; 205-206 and pp 74-76; 83-87)	Ellen Mohr and Virginia Nelson	5:00 - 8:30
13	Fostering Independence in Learning (pp 129-133; 279-295; 359-367)	Kathy O'Hara	5:00 - 8:30
20	Legal Aspects in Teaching	Pat Long and Ed Franklin	5:00 - 8:30

DATE	TOPIC	PRESENTER	TIME
October			
27	Teaching Goals Inventory and Classroom Assessment Techniques (pp 121-123; 205-206; 282-284; 336-337; 339-346)	Kevin Gratton	5:00 - 6:30
	Critical Thinking (pp 369-372)	Richard Parrish	7:00 - 8:30
November			
3	Case Studies: Dealing with Difficult Students (pp 95-100; 251-262)	Jim Williams	5:00 - 8:30
	Class Evaluation		

NOTE: All reading assignments are from Teaching Tips.

9/7/94

MEMORANDUM

JCCC

Johnson County Community College
12345 College at Quivira
Overland Park, Kansas 66210-1299
(913) 469-8500

DATE: November 17, 1994

TO: Participants: Teaching in the Community College Class

FROM: Jim Williams

SUBJECT: Class Evaluation - Fall, 1994

The purpose of this evaluation is to help refine the next version of teaching in the Community College. For this reason, your candid input is needed and will be greatly appreciated.

On a scale of 1 (least helpful) to 5 (most helpful), please rate each of the presentations. If you missed a presentation, circle NA. Let me emphasize that you are rating the degree of helpfulness of the presentations.

Rating		Least Helpful				Most Helpful	
3.6	Planning and Organizing Your Class	1	2	3	4	5	NA
4.2	Classroom Strategies	1	2	3	4	5	NA
4.2	Collaborative Learning	1	2	3	4	5	NA
3.9	Discussion Techniques	1	2	3	4	5	NA
4.0	Teaching and Learning Styles	1	2	3	4	5	NA
3.5	Writing in the Disciplines	1	2	3	4	5	NA
3.9	Fostering Independence in Learning	1	2	3	4	5	NA
4.3	Legal Aspects in Teaching	1	2	3	4	5	NA
4.2	Teaching Goals Inventory and Classroom Assessment Techniques	1	2	3	4	5	NA

Rating		Least Helpful				Most Helpful	
3.5	Critical Thinking	1	2	3	4	5	NA
4.3	Dealing with Difficult Students	1	2	3	4	5	NA
4.8	Overall Evaluation of the Course	1	2	3	4	5	NA

Please add any comments about the course. Such comments could include the amount of time devoted to the various presentations, the sequencing of topics, the time and location, etc.

SEE ATTACHMENT.

Were there any topics included in the course that you feel should be dropped in the future? If so, please list them.

SEE ATTACHMENT.

Were there any topics not included in the course that should have been? If so, please list them.

SEE ATTACHMENT.

JW:gg
Attachment

JOHNSON COUNTY COMMUNITY COLLEGE

Teaching in the Community College
Fall, 1994

Evaluation of Class: Written Comments

ADDITIONAL COMMENTS ABOUT THE COURSE

- Some presentations not enough time (esp. classroom assessment - some good ideas but flew by too fast. More balanced presentation of different teaching techniques. Many seemed too "trendy" buzz wordy" to me. Thus not enough practical things. Last night discussion of problems was most practical and useful.

- The mix was great - surely something (several somethings in fact) for everyone. Since we had a week between classes, sequence was not a concern for me. Each presentation was a new and meaningful experience. I did wonder why all the presenters were from JCCC. A short session on administrative observations and expectations might add some insight.

- Very good course. Well put together. Nice seminar format. It was well put together. Really enjoyed it.

- I like the idea of a two part journal, one for the target class, one for EPA 980.

  I greatly appreciated this course and wish it had been available to me six years ago.

- I think possibly a 3-hour session with a short 10-minute break would be better. Keeping someone's attention for 3 1/2 hours is tough - even if they truly want to be there as in this class.

- My comments regarding the critical thinking session are on page 1. Wanted more direction on ways to foster this skill in students. The handouts provided some direction, but would have liked to have heard more suggestions.

  Critical Thinking: This topic has so much potential and I was really looking forward to this session - but was disappointed in the presentation - wanted more "how to foster critical thinking" and more strategies.

- More on discussion how we could infuse this information into our classes.

I wish someone could have presented a more clear cut method of utilizing critical thinking into a curriculum. I have had an entire course on critical thinking and still leave inspired but in a fog.

- Maybe end at 8:00 p.m. (and go an extra week)? Also - shouldn't have break before middle of class.

  Time devoted - should be an entire session (3 hrs) for "Classroom Strategies" and only 1/2 a session for "writing" and "fostering independence."

- Two 1 1/2 hour sessions on those chairs = discomfort.

- I really felt like a sponge in here! This class was extremely valuable! It flowed very smoothly. The variation in presenters was wonderful. I never lost interest! Having different speakers each session made the class a huge success! It is a wonderful way to handle this course. I would highly recommend this class to <u>all</u> teachers!

- Location was fine. Time was OK, but I would prefer an earlier start, say 4:00. The sequencing of topics was good. I highly preferred having two different topics each night. I enjoyed the relatively long break about halfway through.

- Overall, I think the 2 topic evening was most successful for me. I didn't think Writing in the Disciplines and Teaching/Learning Styles needed 3 hours each. Legal Aspects needed 3 hours if not more!

- Two different presenters made for a better paced, more interesting class.

  Sequencing of topics seemed fine.

- I especially like the teaching and learning styles information. Time and location are fine. I <u>would</u> like a change in the focus of the journal. Meg's idea sounds very useful. This project is the most valuable assignment because it forces us to plunge in and use new ideas. Overall, this is a great course, and I've recommended it to other staff members. Thanks!

- Over the last 15 years I've had classes, workshops, etc., on many of the topics, so the material often was not new. However, I have found it difficult to step out of the

traditional lecturer role and use some of these strategies that I knew were better for students. This class has been most effective in providing the how to's, encouragement -- whatever it was I needed to change.

- I was very pleased to have this class on the JCCC campus. It was convenient and allowed me more time with my teaching responsibilities. I really enjoyed my fellow classmates. I learned as much from them as I did from the presenters.

- I think this course proves the old adage wrong - you <u>can</u> teach an old dog new tricks. I got something from each of the topics. I liked starting at 5:00 - otherwise we'd never find a place to park. I also think just having the opportunity to meet repeatedly with peers was very helpful.

- Great classes. Anybody attending that didn't gain an immense insight...missed out. I like the way the class was constructed. If I could make a suggestion it would be to add "some" topics but group them under maybe 2-3 sub-headings so as to shorten the overall length of the individual classes, but also allow a progression in course work (i.e., Teaching in the Community College I, II, and/or maybe III) sub-dividing areas of interest to better accommodate need. I'm probably not speaking for myself (based on the overall ratings I gave each section), but it seemed that some participants were "over qualified" for some topics. Now...if the intent was to utilize their expertise in class, then...oops!

  I would like to take this again and/or have access to a library of video tapes of this course. Gee whiz Jim... I'd love to participate as a presenter.

  Thanks.

- Teaching and Learning Styles would have been more helpful to me if presented earlier in the course. Classroom Strategies was interesting, entertaining, but I felt as if it were a scattergun approach.

- The Classroom Assessment would be more beneficial if presented earlier in the class. I would have used the ideas for my summary paper. I did not have time to try them and write the paper.

LIST OF TOPICS IN THE COURSE THAT SHOULD BE DROPPED:

- Classroom problems was most practical and useful.
- All were relevant and useful. I was not "bored" by any presenter or presentation. I fell I'll probably utilize "bits and pieces" as well as longer bits as I continue my teaching career. The notebook will be helpful here.
- Planning and Organizing Your Class presentation was the only one I did not particularly enjoy. It struck me as too much spoon-feeding. Certainly, it was not the best session to start the class with.
- I felt the discussion that Walt Klarner gave didn't give enough "how to" info. How do I incorporate computers, etc. More detail would have been helpful.
- I think Fostering Independence in Learning and Critical Thinking could be handled in one session together.
- All topics were good and had the potential to be very helpful. However, some of the presenters were not impressive - I'm not sure whether this was because of personality or that they weren't thoroughly prepared - especially shallow as the "Planning and Organizing" discussion. I didn't get the info I think should have been addressed.
- Can't see that any of these topics are "disposable."
- I don't think any of the topics should be dropped. I feel like I got something out of each of them.
- I think, generally, the topics were excellent. Condensing some of them would help (see previous comment).
- Not really...All were appropriate to the community college instructors.
- Not dropped -- but "polished" to be more effective: Teaching and Learning Styles and Teaching Goals Inventory and Classroom Assessment Techniques.
- I had difficulty with the Classroom Assessment Techniques. I think the subject matter should be retained, but the presentation seemed to hop from one thing to another without fully exploring the topic. Many times

the presenter stated he would go into the topic later, and we never returned to the topic. However, with every class session, I did learn something. I was able to take helpful advice with me.

- Planning and Organizing You Class contained material that, to me, seemed obvious.

- Critical Thinking - was not clear nor directed.

Writing in the Disciplines seemed too long. Half a session would be sufficient.

LIST OF TOPICS IN THE COURSE THAT WERE NOT INCLUDED BUT SHOULD HAVE BEEN:

- Expanded focus on students with disabilities, the under-prepared student and how to develop and use multimedia (including electronic gradebook) across the curriculum.

  I appreciate the opportunity to have been part of this semester's class.

- Cannot think of anything off the top of my head. Maybe a presentation on dealing with difficult students?

- I was hoping to learn more about putting a complete course together - not quite so many bits and pieces. HOWEVER, these pieces have been extremely helpful.

- I can't think of any.

- I can't think of any right off.

- I think the video for missed classes is very helpful but not as a substitute for attendance.

- I can't really think of anything right off hand.

  Thanks, I enjoyed the course!

- Possibly some time could be spent sharing professional teaching resources, journals, and publications that have been useful to us or our professional organizations.

  Suggestions as to how improved communications in department, team building, getting along with difficult staff members?!

- Again, not really, It's been very rewarding.

- There were <u>so</u> many!

  P.S. I'm still pondering the Critical Thinking session!

- None - that I know of. This was a "full plate" and extremely varied.

  I really enjoyed the class. It has opened a door that I might continue to go through to pursue a graduate education.

I know the large notebooks were necessary for all the handouts, but they were inconvenient to cart around - they didn't fit in my briefcase, etc. I realize that this is a lame criticism, but one I felt necessary to vocalize.

Dr. Williams: I think you were a great facilitator! Your comments were always timely and I thought you controlled this talkative, excited group very well. (You always laughed at the presenter's joke even if we did not - keep up the good work!)

- I can't think of any.

- How to integrate some of these great ideas into our course material. Perhaps a few pages for each general academic area (better yet for each discipline) on integration and implementation could be provided.

- The course was great!

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